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ABSTRACT

This document is an annotated catalog of 67 projects that were awarded grants to facilitate communication and interaction between foreign students and people of the United States, to prepare U.S. students for study abroad, and to assist U.S. high school students returning from overseas in sharing their experiences by serving as resources people. The projects, administered by U.S. secondary schools and not-for-profit community groups working with high schools, are grouped according to the following categories/objectives: (1) development of skills for cultural adjustment and orientation; (2) education of foreign and U.S. students through field trips in the United States; (3) exploration of current global issues through retreats, forums, or seminars; (4) involvement of entire schools or segments of communities in projects that promote cross-cultural understanding; and (5) use of foreign students and/or returnees as educational resources. (DB)

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MODEL CROSS-CULTURAL LEARNING PROGRAMS

K-12 PROGRAM

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MODEL CROSS-CULTURAL LEARNING PROGRAMS

National Association for Foreign Student Affairs

K-12 Program

From 1983 to 1987, NAFSA's K-12 Program awarded 67 incentive grants to U.S. secondary schools and not-for-profit community groups working with high schools in 29 states to facilitate communication and interaction between foreign students and Americans, prepare U.S. students for study abroad and assist U.S. high school students returning from overseas in sharing their experiences by serving as resources. These grants were made possible with funding from the International Youth Exchange Office of the U.S. Information Agency (USIA).

Projects funded by the Incentive Grant Program focused on at least one of the following objectives: (A) the development of skills for cultural adjustment and orientation; (B) the education of foreign and U.S. students through field trips in the United States; (C) the exploration of current global issues through retreats, forums or seminars; (D) the involvement of an entire school or segment of the community in projects that promote cross-cultural understanding; and (E) the use of foreign students and/or returnees as educational resources.

Grant amounts—listed at the end of each project description, along with the year in which the project was conducted—did not exceed $1,000; most projects were supplemented by dollar and/or in-kind contributions from local sources. Complete reports of the projects described below are available free of charge by contacting: K-12 Program, NAFSA, 1860 19th Street, N.W., Washington, DC 20009, telephone: 202/462-4811. If a videotape production is mentioned, a copy of that is available on loan, also free of charge, from the above address.

Projects are grouped by the following categories/objectives:

A. Development of Skills for Cultural Adjustment and Orientation
B. Education of Foreign and U.S. Students through Field Trips in the United States
C. Exploration of Current Global Issues through Retreats, Forums or Seminars
D. Involvement of Entire School or Segment of Community in Projects that Promote Cross-cultural Understanding
E. Use of Foreign Students and/or Returnees as Educational Resources

A. Development of Skills for Cultural Adjustment and Orientation

1. Arkansas and South Australia: Orientation to Enhance a Youth Exchange, *Arkansas International Center, Little Rock, AR, Walter Nunn:* The highlight of this one day orientation for 90 Arkansas students, selected to participate in an exchange program with South Australia, was a chance to ask a representative of the Australian Consulate questions about the country that would be their home for six months. The orientation day provided the Arkansas students with an opportunity to learn about Australia's history, culture and political economy through slides, lectures and small group discussions. Separate sessions were conducted for parents to provide the opportunity for them to question the program sponsors about rules, regulations, material preparations, emergency situations and travel requirements. The students, representing 40 Arkansas communities—many of them with populations under 10,000—took part in the largest student exchange in the state's history. The exchange was designed to celebrate the Sesquicentennials of both Arkansas and South Australia. ($1,000, 1986–87)

2. German Studies, *Aptos High School, Aptos, CA, Janet Sargent:* Several activities were developed to promote interaction between Aptos High School students and exchange students from West Germany. A three hour human relations workshop was organized, which afforded the opportunity for U.S. and West German students to participate in exercises designed to increase awareness of group dynamics and cross-cultural communication. A two day German language immersion program was held involving German teachers and their students, the West German exchange students and native German speakers from the community to prepare U.S. students, who would be participants in a five week program in West Germany, for the linguistic realities of speaking German daily. The two day program focused on conversations, sports, games, cooking, newspapers, radio, slang and cultural differences. Also, special meetings were set up involving teachers and students in the school to read about and discuss aspects of German culture, history and current events issues. Because this was a reciprocal exchange with a school in West Germany, a video tape was produced of Aptos High School and the surrounding community which was shown to West Germans by U.S. students during their visit the following summer. ($800, 1984–85)

3. Hosting Foreign High School Students and Preparing U.S. Students for Study in Spain, *West Hartford Public Schools, West Hartford, CT, John Darcey:* To assist host families in providing an interesting and varied homestay experience to foreign students, a manual was produced containing specific information about places to visit in the greater Hartford area. The manual also includes general tips on hosting exchange students and a preface about becoming involved in exchanges. In addition, four seminars were held as orientation sessions for 33 U.S. students preparing to spend four weeks in Spain. The seminars highlighted the following topics: (1) four sites in Spain to be visited (Toledo, Segovia, Salamanca and El Escorial); (2) life in Spanish families; (3) Spanish food; and (4) Spain today. Students were provided with extensive materials relating to the above topics, which, when combined with the seminars, were tremendously successful in encouraging creative thinking before, during and after the trip. ($900, 1986–87).

4. Study Abroad: Orientation Sessions, *The Foundation for Study in Hawaii and Abroad, Honolulu, HI, Siegfried Ramler:* Orientation sessions were held for U.S. high school students going to study in the People's Republic of China or Japan, as part of an ongoing program conducted by the Foundation for Study in Hawaii and Abroad. The orientation programs, ranging from five to ten days in length, involved slide shows and seminars by guest speakers from the community and the university, as well as students who had participated in previous summer study programs in these two countries. The Japanese orientation program was arranged to coincide with the arrival of exchange students from Japan for a five week language and culture program in Hawaii. These students took part in programs to help orient U.S. students to Japanese society by giving presentations about their family life and school system. ($650, 1984–85)

5. Foreign Language Week, *University High School, Urbana, IL Russell Ames:* Three exchange students were invited to participate with U.S. students in foreign language week activities at University High School. Activities included viewing and discussing foreign language films, eating traditional meals and speaking only the target language (French, German or Russian). Foreign and U.S. students also visited the University of Illinois to gain information about a U.S. postsecondary institution. In addition, the ethnic neighborhoods of Chicago were explored, followed by discussions of how ethnic neighborhoods have developed in the United States and other countries. This provided a chance for students to compare the similarities and differences between, for example, the German-settled part of Chicago and cities in West Germany. ($400, 1984–85)

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6. German Culture Kits, *Youth for Understanding, Ames, IA, Margaretjean Weltha:* In cooperation with the Office of International Education at Iowa State University, culture kits on the Federal Republic of Germany were compiled, containing educational materials and realia representing everyday life in West Germany. The kits are available for use by German high school exchange students and others in Iowa, Minnesota, Nebraska, North Dakota and South Dakota to share information about Germany with U.S. students and teachers. They include such items as: dirndles, lederhosen, puppets, beer glasses, measuring cups, cookbooks, comic books, posters, maps, notes and coins, children's books and harmonicas. ($700, 1983–84)

7. Cross-Cultural Orientation Project, *Cleveland International Volunteer Organizations, Cleveland, OH, Eileen Vernon:* This project, designed to prepare U.S. students for study abroad, included foreign high school students as co-participants and co-leaders. Eleven foreign students from as many countries helped provide orientation activities for the 32 U.S. students who would be visiting 14 countries. Activities such as writing essays, acting in skits and playing a "passport game" helped students understand and appreciate different political, social and cultural systems. In addition, students gained an insight as to why nations and individuals react differently to the same situation and improved their knowledge of their own culture, equipping them to share this knowledge with individuals in their host country. The project also provided the invaluable opportunity for U.S. students to meet in small groups with foreign students from the country they would visit. ($250, 1986–87)

8. International Youth Exchange Workshop, *Rotary Club of Montpelier, VT, Robert Apple:* High school faculty members, students and parents from 14 area high schools were invited to attend a workshop at Montpelier High School to hear representatives from six international student exchange organizations describe their programs of study, work and travel abroad and in the United States. Several returnees and current foreign exchange students also gave presentations. Issues such as fundraising, student and host family selections, applications, manners and customs in other countries, language adjustments and methods of selecting good exchange candidates were presented by the exchange organizations and further discussed in small workshops. Posters and fliers were distributed to schools in the region and press releases were provided to the area news media to publicize the meeting. ($500, 1983–84)

9. German Youth Exchange Program, *Ferndale High School, Ferndale, WA, Daniel Farrell:* An adviser was selected to provide orientation to seven exchange students from West Germany and to host families by holding one-on-one counseling sessions. By also monitoring the academic progress and adjustment of the foreign students and assisting them in becoming acquainted with various aspects of the community, the adviser was effective in facilitating the integration of the foreign students into both the school and community. A three day German language camp also was organized for the exchange students and local German language students. This involved outdoor activities such as hiking, visiting a salmon ladder and an old mining town. Evening activities included singing, folk dancing, building campfires and playing games involving knowledge of German history and geography. ($850, 1984–85)

See also:

Cross-Cultural Communication Activities for Foreign Students, Host Siblings, Returnees and U.S. Study Abroad Candidates (C-5)
Cross-cultural Learning Program for U.S. and U.K. Students (B-4)
Enrichment Activities for Foreign Exchange Students and Orientation for U.S. Study Abroad Candidates (E-8)
Foreign Students as Tutors for Elementary School Children (E-4)

B. Education of Foreign and U.S. Students through Field Trips in the United States

1. The U.S. and West German Government Systems, *McLane High School, Fresno, CA, Nancy Frampton:* Fifteen West German and 15 U.S. high school students visited the state capitol at Sacramento. Handouts were compiled on the U.S. and West German government systems from U.S. magazine articles and materials received from the German Information Center in New York. Panel discussions involving both U.S. and West German students provided the opportunity for students to further explore the contrasts and similarities between the two government systems. The participating students were asked by government classes at McLane High School to take part in discussions about comparisons of their governments. A local television station produced a one hour program in which the West German and U.S. students talked about the exchange program in which they participated and gave a slide show depicting the activities with which they were involved. ($300,1984–85)

2. Field Trips to Denver and Colorado Springs for U.S. and West German Students, *Niwot High School, Longmont, CO, Kathy Baker:* To enhance the visit of 44 students from West Berlin, members of Niwot High School's German Club organized two field trips, coordinated numerous opportunities for the West German students to serve as speakers in the classroom and designated two days as global awareness days at the high school. The field trips to Denver and Colorado Springs, including a visit to the Museum of Natural History in Denver, provided an excellent portrayal of the rich and varied history of Colorado. U.S. students were particularly interested to learn about aspects of daily life in West Berlin from the West German student speakers. Global Awareness Days further stimulated enthusiasm for the exchange, as members of the community, the mayor and school board members were invited to share in the activities. ($1,000, 1986–87)

3. Expansion of the Impact of the Kempen Exchange Program, *Rich Township High Schools, Richton Park, IL, Donald Trimble:* Sixteen West German exchange students participated in a number of activities designed to broaden their perception and understanding of Americans and the history of the United States by exposing them to various aspects of U.S. society. The program included: a field trip to Chicago, with visits to an American Indian exhibit, a "behind the scenes" tour of the Shedd Aquarium and a tour of the Chicago Board of Options; a tour of the Richton Park Municipal Building followed by discussions of village administration and law enforcement; visits to the state capitol building, Lincoln's house and the restored log cabin village of New Salem; and attendance at a theater performance. ($645, 1984–85)

4. Cross-cultural Learning Program for U.S. and U.K. Students, *Wilbur Wright Middle School, Munster, IN, Raymond Kley:* British students returned to the United Kingdom with a broader perspective of the United States due to participation in a number of field trips organized under this project. Visits included: a U.S. oil refinery, board of trade, museum of science and industry, Ford plant, art institute, Munster town hall, a monastery and the Indiana Dunes. In addition, U.S. and U.K. students conducted panel discussions on the U.S. education system, commerce and art/culture, and interviewed teachers, university staff, local and regional businessmen and government representatives about various topics. To prepare U.S. students for study in the United Kingdom, an orientation program, consisting of research projects and group discussions with students who had previously studied abroad, also was held. A videotape of these activities was produced. ($370, 1986–87)

5. Field Trip to Williamsburg and International Festival, *Springbrook High School, Silver Spring, MD, Thomas Marshall:* Eight exchange students and their host siblings discovered first hand what colonial life in the United States was like by participating in a special visit to Williamsburg. The visit complemented colonial U.S. history classes taken by the students and provided them an exciting glimpse into America's past—for the U.S. students as well as the exchange students. The exchange students then incorporated international elements into the annual, school-wide arts festival through demonstrations of haiku, calligraphy, Indian dance and Japanese and Southeast Asian puppetry. ($620, 1986–87)

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6. Japanese/American Intercultural Understanding, *Westview High School, Braham, MN, Gary Skarsten:* A two week visit by ten Japanese high school students to Braham, Minnesota was enriched by their participation in numerous activities such as: field trips to an Indian reservation, the state capitol, a maple syrup farm, hog and dairy fairms, a cheese factory and a radio station; visits to local elementary schools to serve as resources about Japan; and a community pot-luck dinner to share information about Japanese culture. Highlights of the program included the sharing of Japanese and Indian culture at an all-Indian school, a visit with Lt. Governor Marlene Johnson to receive honorary Minnesota citizen certificates and guided tours of various local businesses and factories. As a result of this cultural exchange, five students from Westview High School traveled to Japan the following summer. ($500, 1986–87)

7. Grand Rapids Senior High School On-going Student Exchange with the Federal Republic of Germany, *Grand Rapids Senior High School, Grand Rapids, MN, John Ingersoll:* To enhance the experience of 20 exchange students from West Germany, the project provided visits to: a forest history center, including a rebuilt logging camp of the early 1900s; a reclaimed iron mine; the local paper mill; the country courthouse/jail complex; a maritime museum in Duluth; and a family run maple syrup making operation. These activities resulted in the foreign students forming a more complete picture of the diversity of the United States and a greater appreciation for various aspects of American society. The highlight of the project involved presentations by a local American Indian culture specialist on the history and modern life of the Ojibway Indian and by a local history professor on the history of northern Minnesota. A videotape of these presentations was produced. ($490, 1984–85)

8. A Field Trip to Niagara Falls, *Central New York AFS Region, Marcellus, NY, Jean Morris:* Twelve students representing ten countries traveled to Niagara Falls with 12 U.S. students and four AFS volunteers. The day trip provided the group with the opportunity to discuss issues such as: the different approaches the United States and Canada have taken toward Niagara Falls; the politics of the United States and other countries vis-a-vis Canada; monetary exchange rates; and salaries, taxes and government benefits in the United States and other countries. The project was successful in encouraging all participants to have a greater awareness of the perspectives of other nations and a deeper commitment to cross-cultural understanding. ($200, 1986–87)

9. International Club Activities, *Brighton Central Schools, Rochester, NY, Charlotte Cohen:* Field trips to area centers of industry and business, agriculture, recreation, arts and history were conducted for foreign and U.S. students of Brighton High School's International Club. The club also organized an International Week at the school, which included activities such as placing signs in the foreign language of the day over the existing signs at the library, administrative offices, restrooms, etc. and starting the morning public address announcements with greetings in the foreign language. International foods were part of each day's cafeteria menu and special presentations were made by the foreign students of dance, art, native dress and slides. The week consisted of an Eastern Europe and India Day, Europe Day, Middle East Day, the Americas Day and Far East Day. An audiovisual tape of these activities was produced. ($650, 1983–84)

10. Field Trip to Tarrytown, New York, *Curtis High School, Staten Island, NY, Rosemarie Fava:* Ten Japanese exchange students and ten U.S. host brothers and sisters, most of whom had taken Japanese language or history classes, visited the Philipsburg Restoration in Tarrytown, New York. The students were able to gather first hand impressions of what life was like in the Dutch and English settlements of the 1700s. Tours of grand, historic mansions were provided by guides in period dress, and students watched blacksmiths and bakers perform their tasks in the same manner used centuries ago. The trip provided the foreign students with a glimpse of rural America, a learning experience about a part of U.S. history and an opportunity to increase their interaction with Americans. ($400, 1984–85)

11. Hosting French Students, Sharing Cultures, *H-B Woodlawn High School, Arlington, VA, Ray Anderson:* U.S. students and their families hosted 28 French students and two teachers for two weeks in the Washington, DC area. A welcoming pot luck supper was held to introduce the French to their U.S. hosts and various types of American food. French and U.S. students were paired in an "International Buddy System" which facilitated getting acquainted. Sightseeing tours were organized, special lectures by H-B Woodlawn teachers on U.S. history and geography were given and a U.S. teacher, a French teacher and four exchange students were interviewed on videotape for the local cable TV channel. A "Ticket Pool" gave the visitors and hosts the opportunity to choose between seeing a performance of the National Symphony Orchestra or a Washington Bullets game. An audiovisual tape of these activities was produced. ($600,1983–84)

See also:

Enrichment Activities for Foreign Exchange Students and Orientation for U.S. Study Abroad Candidates (E-8)
Foreign Language Week (A-5)
Foreign Students as Traveling Resources (E-9)
Increasing Community, Faculty and Student Interaction with Exchange Students (D-8)
Japanese Exchange Program Activities (E-16)
Rural Schools Project (E-12)
Social and Cultural Programs for U.S. and Foreign Exchange Students (E-6)

C. Exploration of Current Global Issues through Retreats, Forums or Seminars

1. "Personal Choices for Action: Your Impact on Global Affairs" Seminars, *Los Angeles County AFS Returnee Association, Los Angeles, CA, Keith Wisot:* A total of more than 60 participants, including prospective U.S. exchange students, foreign students currently attending U.S. high schools, American returnees and volunteers involved in exchange programs, attended two seminars designed to focus their attention on global conflicts and their personal role in affecting change. This theme was presented by a leader in the field of international education who also is an AFS returnee and a member of the National Board of Directors, AFS-USA. An enthusiastic discussion followed each presentation, after which participants were invited to review materials on display regarding world affairs, hosting and sending exchange students and volunteer opportunities in international exchange. As a result of these seminars, the AFS Alumni Association of Los Angeles County incorporated an education program into its ongoing activities and formed a global education committee to oversee it. ($500, 1986–87)

2. U.S.-Soviet Relations, *International House of Davis, Davis, CA, Kathleen Rogers:* A seminar on U.S.–Soviet relations was held in conjunction with the "U.S.S.R.–U.S. Fear or Friendship" conference co-sponsored by the International House, United Nations Association and the University of California. The seminar, attended by approximately 250 U.S. students, foreign exchange students and members of the community, included a presentation by Davis High School students: five from the United States and one each from West Germany, Switzerland, Denmark, South Africa, Sudan, the United Kingdom and the Soviet Union. The program introduced the participants to a number of perspectives on the topic and helped prepare the Davis High School Madrigal Choir for its tour of the Soviet Union. The day long conference was divided into three sessions: the morning session featured a variety of speakers on the topic "The World Looks at the U.S. and U.S.S.R."; the second session involved viewing and discussing several films; and the third session consisted of a panel discussion of various perspectives of the Soviet Union. ($500, 1984–85)

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3. A Summit Retreat, *Delta County Joint School District No. 50, Delta, CO, Helen Denison:* A summit retreat weekend, attended by 27 foreign and U.S. high school students, was held which provided the opportunity for students to address issues of global concern—such as world hunger, environmental pollution and nuclear arms—in a summit style meeting. This was followed by a Foreign Exchange Student Presentation Day, held at Hotchkiss and Paonia High Schools, which provided the exchange students the opportunity to give demonstrations of interesting customs. It also allowed U.S. and foreign students who participated in the summit retreat to give "position statements" which represented the historic and political positions of their countries pertaining to the issues discussed at the summit. Presentation Day concluded with an enactment and synopsis of the summit meeting conducted by all the participants. Another activity, Foreign Language Talent Night, was conducted at Paonia High School and included foreign language display booths, native dress worn by exchange students and community persons who had lived abroad and a talent show. The foreign students also were paired with U.S. students to jointly research and write human interest stories for the local newspaper. ($800, 1984–85)

4. Weekend Retreat: Focus on World Hunger, *Cherry Creek High School, Englewood, CO, Elisabeth Giulianelli:* Close friendships and a dedication to ending world hunger resulted from a well-attended weekend retreat for U.S. and foreign high school students. Forty-two students, 18 of whom were exchange students, participated in the retreat which served to promote cross-cultural awareness. Activities ranged from a workshop on world hunger and the effects of starvation to participation in the simulation game Bafa-Bafa. The retreat was so successful that small groups of foreign and U.S. students worked together weekly in a soup kitchen for Volunteers of America and initiated a canned food drive. ($900, 1986–87)

5. Cross-cultural Communication Activities for Foreign Students, Host Siblings, Returnees and U.S. Study Abroad Candidates, *AFS Western Montana Region, Libby, MT, Floyd Van [illegible]:* Two weekend retreats greatly facilitated communication between foreign students, host siblings, returnees and U.S. students preparing to go abroad. The fall retreat involved nearly 20 foreign students, host siblings and returnees in workshops that explored the definition of "culture" and developed skills for cultural adjustment. Outdoor recreational activities and a closing banquet for area principals and superintendents also were included in the program. The spring retreat was attended by 40 persons: foreign students, host siblings, returnees and U.S. students preparing to go abroad. Activities included more in-depth discussions about the definition of "culture," stereotypes and overcoming communication barriers. ($950, 1986–87)

6. Student Forum on World Issues, *Northern New Mexico in the World, Taos, NM, George Otero:* A two-day conference was held by the Taos High School Honor Society to provide interaction among foreign and U.S. students and community representatives. Participants included 26 foreign high school exchange students from 20 countries, 55 U.S. students from six different high schools in New Mexico and local community volunteers. Two topics were discussed (one each day): human rights and relations between the superpowers. Small discussion groups met and responded to prepared questions. Resulting ideas were then presented to the group as a whole. The powerful impact of the forum generated enthusiastic support for the conference to become an annual event; in addition, similar student forums have been planned in other areas of the state on a regional basis. A one day planning session of key leaders in exchange groups in the Taos area, addressing the issue of how the quantity and quality of international exchange activities could be improved, also was held. ($500, 1983–84)

7. Project Nuclear Education, *Brewster High School, Brewster, NY, Robert Meyer:* The project brought together two U.S. high schools, Brewster High School in New York and Cambridge Rindge and Latin School in Massachusetts, in a joint effort to develop a series of student seminars on nuclear education. A total of 56 students participated from Japan, England, Italy, Brazil, Mexico, Spain and the United States. The project included a tour of Boston and overnight homestays for the Brewster students and teachers. The seminars on nuclear education were moderated by a panel from local major universities and the event was reported on Boston's TV evening news. A keynote speaker addressed each session and the students then assembled into cluster groups for further discussion of the issues initiated by group leaders. The motion picture, "The Lost Generation," filmed in 1945 in Japan, also was shown and discussed. The project led to plans for holding other such forums in future years. An audiovisual tape of the seminars was produced. ($750, 1983–84)

8. Foreign Students in a Model United Nations, *Rochester Association for the United Nations (RAUN), Rochester, NY, Grace Kraut:* The second year that RAUN invited foreign students attending high schools in the Rochester area to participate in the annual Model United Nations, 21 foreign students took part. The two day seminar involved approximately 600 local students. The foreign students were teamed with U.S. students and asked to serve as a member of a delegation representing a particular country—not their own. Participation by the foreign students added another dimension to the Model United Nations. Three foreign students (one from Belgium and two from West Germany) were members of the United Kingdom delegation which won the Top Delegation Award at the seminar. In addition to participating in the Model UN, the foreign students joined the Model UN Club at their local high school and attended meetings of the Model UN Steering Committee where they served as experts on their home countries. In 1983-84, the first year of the program, exchange students also took part in RAUN's Global Education Program, which involved students and TV panelists in the *Great Decisions '84* television show. ($1,000, 1984–85 and $750, 1983–84)

9. Meeting Global Challenges in a World of Many Cultures, *Columbus Council on World Affairs, Columbus, OH, Robert Woyach:* A two-day student retreat was held in Central Ohio to bring together students from 11 high schools and exchange students from nine foreign countries to discuss and provide an understanding of the importance of international cooperation in global issues such as hunger, population growth and human rights. The 33 student participants were recruited through exchange programs and/or nominated by teachers and principals. Activities at the retreat included: an informal gathering to get acquainted; the game Bafa Bafa; small group discussions focusing on one of the above topics; and presentations by the small groups summarizing these discussions to the whole group. ($600, 1983–84)

10. Opportunities for Building World Peace, *Columbus Council on World Affairs, Columbus, OH, Robert Woyach:* Thirty-eight students from high schools in central Ohio, including seven exchange students from three countries, participated in the second annual two day retreat sponsored by the Columbus Council on World Affairs. Participants explored the problems of communication and cooperation across cultures in discussions of global issues such as: terrorism, South Africa and apartheid, budget deficits and problems in Central America. A series of four follow-up Youth Issues Forums was organized, at which a wider group of approximately 100 students explored single foreign policy issues facing the United States in all day sessions designed primarily to enhance decision-making and leadership skills. Students who had participated in the retreat served as small group leaders at these forums. ($600, 1984–85)

11. A Cross-Cultural Weekend, *Youth for Understanding (YFU), Region 70, Houston, TX, Jane Dunham:* Sixteen U.S. students met with 22 foreign students at a retreat facility for a weekend that provided both groups with a chance to explore elements of other cultures. Through "values clarification" exercises, small group discussions on cultural stereotypes, films promoting youth exchange and "critical incident skits," the students gained a greater appreciation for one another's background and developed close friendships. Comments from the students indicated the weekend far exceeded their expectations by providing the opportunity to broaden their horizons while having fun. ($740, 1986-87)

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12. Seminar on Increasing the Effectiveness of High School International Clubs, *International Exchange Network of Washington State (IENWS), Seattle, WA, Nicola Smith:* This one day seminar was held in conjunction with the annual IENWS International October Celebration. Participants in the seminar included: high school counselors and teachers responsible for international clubs, club presidents and foreign exchange students. Information on establishing and promoting an international club, including tips on structuring the club and its role in reaching out to other students, was presented by a panel consisting of an adviser to an international club and two representatives of exchange organizations. Role playing activities, designed to teach student participants how to persuade other students to join the club and teacher participants how to persuade a principal to accept the idea of the club, also were included. The seminar concluded with a discussion of creative methods of letting the club "sell itself." ($950, 1986–87)

See also:

Cultural Stereotypes (E-11)
German Youth Exchange Program (A-9)
The International Salad Club as a School and Community Resource (E-1)

D. Involvement of Entire School or Segment of Community in Projects that Promote Cross-cultural Understanding

1. International Fair, *Banks Alternative High School, Birmingham, AL, Robert Palmatier:* The first annual International Fair at Banks Alternative High School was held in November 1986. The highlights of this one day event were an opening ceremony with a representative from the mayor's office, on-going cultural performances in the auditorium, a foreign film fair, displays of international food, art and clothing and a colorful closing parade. More than 50 foreign students in the Birmingham area, along with volunteers from various ethnic groups, worked with U.S. students and teachers to make the fair a great success. Enthusiastic support led to plans for making the fair an annual event and expanding it to include a symposium during which discussions of major issues can be held between foreign exchange students and Americans. ($500, 1986–87)

2. Foreign Language Festival, *Delta County School District, Paonia, CO, Helen Denison:* A two day Foreign Language Festival was held, with foreign exchange students spending one day in each of two district high schools. During the festival, foreign students gave presentations about their home countries to language, social studies, home economics, history, English and physical education classes. Other aspects included: fashion shows of the dress of other countries—narrated in the language of the country; presentations of national songs and dances; international refreshments; and display booths of objects from other countries. The project led to the formation of a foreign language club. An audiovisual tape of the festival was produced. ($650, 1983–84)

3. World Awareness Week, *Smoky Hill High School, Aurora, CO, Margo Sargent:* Seventy-five exchange students, U.S. students and teachers at Smoky Hill High School combined their talents and hard work to coordinate World Awareness Week, an interdisciplinary event. Activities were divided into "special days" such as: Preparation Day, Cultural Arts Day, Speaker Presentation Day and the World in Our Community Day. The idea of bringing together persons of diverse cultural backgrounds and the Smoky Hill High School community was to develop a curiosity about and an appreciation for customs and traditions of countries around the world. World Awareness Week was so successful in attaining these objectives that it became an annual event. In addition, after the first World Awareness Week, four U.S. students were accepted to participate in exchange programs. The impact of this project was greatly enhanced because of the diverse constituency involved in World Awareness Week—high school exchange students, teachers, immigrants, refugees, university foreign and U.S. students and persons in the community with special knowledge of another country. ($880, 1986–87)

4. Culture Expo '85, *St. Petersburg Senior High School, St. Petersburg, FL, Don Pemberton:* Culture Expo '85 was a week long event, organized and hosted by the International Baccalaureate Program at St. Petersburg High School, that was designed to promote greater understanding of and appreciation for different cultures. The program involved diverse segments of the community and consisted of four categories: (1) Culture Rap, which included guest speakers from the International Studies Department at the University of South Florida who led exercises promoting cross-cultural awareness; (2) Culture Study, which involved the research of specific cultural topics by students in the International Baccalaureate Program who presented their research in workshops for other students; (3) Culture Show, which involved ethnic dancers, musical events and international exhibitions coordinated by the St. Petersburg Folk Fair Society; and (4) Culture Share, which provided international exchange students with the opportunity to serve as guest speakers in seminars and discussion groups. ($500, 1984–85)

5. International Celebration, *Atlanta Public Schools, Atlanta, GA, Ann Goellner:* A multi-faceted program was conducted consisting of three cultural evenings organized and attended by students, teachers, parents and community members which included folk dancing, a cabaret night and a "musical tour" of Germany; six "lunch 'n learn" programs, held in the library and hosted by consular wives and foreign students, which provided an opportunity for cross-cultural sharing and communication; three days of instruction on "the two Germanys," in which the German Consulate cooperated with history and social studies teachers; and an international luncheon, attended by representatives of ten youth exchange organizations, several civic groups, students of the Exchange Council who had received scholarships for summer study abroad and teachers. An audiovisual tape of the project was produced. ($650, 1983–84)

6. Let the World be Your Campus, *Elk Grove High School, Elk Grove Village, IL, Esther Perica:* This project was organized to promote interaction between foreign and U.S. high school students and to encourage U.S. students to study abroad. The weekend event was held at the high school and included foreign students and returnees as speakers for classroom enrichment, an all-school assembly featuring performances of international songs and dances and an international dinner with food prepared by the foreign students. Coordinated with these activities were promotional posters and buttons, ethnic food and decorations in the cafeteria and a slide program highlighting all the program activities. A permanent display of the flags of 16 countries was added to the school. In addition, a resource section on international education was created for the library and a brochure on various exchange opportunities was produced and distributed throughout the school and community. Considerable interest from U.S. students in exchange programs was generated as a result of this successful project and it was decided to make "Let the World be Your Campus" an annual event. ($700, 1986–87)

7. Cross-cultural Activities to Promote the Study of Foreign Languages, *Seaholm High School, Birmingham, MI, Carol Wilson:* The high school International Club joined forces with the community Newcomer's Club to welcome foreign exchange students and encourage U.S. students to study foreign languages and pursue a study abroad experience. Activities included: a Japanese Tea to launch the first class of the new Japanese language course; a picnic for U.S. and Japanese students; an ice cream party to welcome a teacher from the Soviet Union who would teach the new Russian language course; an all school Oktoberfest to celebrate the arrival of two German language teaching assistants from West Germany; an all school Mardi Gras to introduce two French exchange students; and numerous events included in a special "foreign language week." A total of 19 foreign exchange students participated in the above events, increasing the cross-cultural awareness of both school and community. ($700, 1986–87)

8. Increasing Community, Faculty and Student Interaction with Exchange Students, *Sweet Home Senior High School, Amherst, NY, Judith Cross:* A varied program of activities for 14 West German exchange students provided them with increased

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knowledge about Americans. The program was publicized in the local newspaper, school bulletins and community newsletters, resulting in strengthened interest in and support for exchange programs by members of the student body, faculty and community. The exchange students from West Germany, U.S. students planning to visit that country and German language students participated in guided tours of: Graphic Controls (a local firm actively engaged in international trade), Niagara Falls Power Project, an art gallery and a house designed by Frank Lloyd Wright. A special farewell dinner for the exchange students, host families and members of the community was held at which a state representative shared his thoughts on the value of student exchanges. ($500, 1984–85)

9. A Cultural Resource Center, *World Affairs Council of Philadelphia, PA, Roberta Hall:* A cultural resource center was established at Bodine High School for International Affairs in Philadelphia, Pennsylvania. Materials gathered for the center included: books on international issues, culture and travel, foreign affairs journals, foreign language study guides, films and video tapes. The resource center also serves as a meeting place for students who have participated or are planning to participate in exchange programs, students interested in other countries and cultures and foreign exchange students in the Philadelphia area. A one day international culture program also was conducted at Bodine High School which involved presentations of various rituals, customs, dance and music by foreign students and members of the community who had lived abroad. ($500, 1984–85)

10. International Culture Exchange Week, *James Madison Memorial Senior High School, Madison, WI, Phil Hubble:* International Culture Exchange Week, planned and conducted by foreign language teachers, U.S. students and 25 exchange students from 15 different countries, was a project designed to increase the international understanding of the student body and community. Activities included: a daily school lunch program, featuring international cuisine; Foreign Language Day, during which language students contracted to speak only in a foreign language; and a day long International Exchange Forum consisting of panel discussions on education, the experience of going abroad and cultural misconceptions. Events were covered by the local television station and newspaper. A "how-to" kit for other high schools was developed on the steps that need to be taken to set up similar programs. ($400, 1984–85)

11. International Week: Bring the World Closer, *James Madison Memorial Senior High School, Madison, WI, Claire Kotenbeutel:* In an effort to bring the world closer to the high school and surrounding community, this project created a number of opportunities for foreign students and Americans to interact on a more substantive level. Faculty, staff and students joined together to coordinate special activities for each day of the week: international cooking demonstration day, cultural performance day, foreign language day, international career day, and international forum day. A highly successful foreign language film festival was held throughout the week. In addition, a poster contest was organized, drawing on the theme, "We are the world, can you speak our language?" ($1,000, 1986–87)

12. Exchange Students as Resources: In the Classroom and the Community, *School District of Superior, Superior, WI, William Heebink:* Three students—one each from Finland, West Germany and Switzerland—were enrolled in the Superior, Wisconsin school district in 1983–84. Brochures were distributed throughout the community to publicize the availability of these foreign students for public presentations. A highlight of their visit was a community reception held in collaboration with the Rotary Club of Superior. Community leaders such as the mayor, the executive secretary of the Chamber of Commerce and the editor of the local newspaper attended. The exchange students were introduced and each made a short presentation about her home country and the appreciation she had gained for the United States during her visit. Businessmen present were especially moved by the candid comments of the students. Four videotapes, each approximately 20 to 25 minutes long, were created to share the specialized knowledge each of the foreign students has about her home country and information learned by a U.S. student who had studied in Japan. These tapes form the nucleus of an international library in the school which is available to classes and community organizations to increase cross-cultural knowledge and understanding. ($550, 1983–84)

See also:

Field Trips to Denver and Colorado Springs for U.S. and West German Students (B-2)
Field Trip to Williamsburg and International Festival (B-5)
The Foreign Student as a Teacher (E-17)
International Club Activities (B-9)
The International Salad Club as a School and Community Resource (E-1)
Japanese Exchange Program Activities (E-16)

E. Use of Foreign Students and/or Returnees as Educational Resources

1. The International Salad Club as a School and Community Resource, *Los Gatos High School, Los Gatos, CA, Lazaro Garza and Gerard Lallemand:* Several activities were conducted at Los Gatos High School to facilitate communication between U.S. and exchange students. An International Salad Club was established which promoted and organized the use of foreign students as educational resources in local schools and the community. A visit to Stanford University was organized for the exchange students to gather information about and impressions of a U.S. postsecondary institution. The highlight of this program was an International Talk-In Day involving foreign students from neighboring schools and foreign and U.S. students from Los Gatos High School. Students were divided into small groups for discussions on topics such as: marriage, family life, dating, education, social and political issues. A video tape describing how the International Talk-In Day was organized was produced. The Club's activities were promoted in the community by means of photos and articles in the local newspaper. ($750, 1984–85)

2. Foreign Students as Educational Resources, *Operation Friendship, Boulder, CO, R. James Dill:* Fourteen exchange students representing nine countries served as resources in three area high schools by making presentations about their home countries, cultures, lifestyles, food and dress. So these would be more than one time experiences, video tapes were produced of the presentations for future use by local schools and community groups. The availability of the students to serve as speakers during their visit to Boulder and the video tapes made of their presentations became part of the local culture bank for encouraging community organizations to conduct programs using high school exchange students as resources. The project was publicized to the community on a local television program, which resulted in the foreign students being invited to speak at a community club luncheon. ($300, 1984–85)

3. Cross-cultural Learning Program, *Springfield Public Schools, Springfield, IL, Donald Davis:* This program was initiated to develop better student understanding of other countries and to generate interest in study abroad. Ten exchange students from seven countries were paired with U.S. students having an interest in the exchange student's home country. With the assistance of foreign language teachers, the students worked together to prepare slide presentations and handout materials on their particular countries. The availability of these students as educational resources for these seven countries was publicized throughout the school district and students were invited to give a number of presentations to high school world history/global studies classes, as well as to two elementary school classes. In addition to augmenting the international knowledge of U.S. students, this project exposed the foreign students to various levels of the U.S. educational system as well as improved their communication skills. ($981, 1984–85)

4. Foreign Students as Tutors for Elementary School Children, *Community Use of Schools, Rockville, MD, Gail Ayers:* To integrate international high school students into the broader community through responsible and needed roles, five students were selected and trained to serve as tutors and role models in elementary school discussion groups. The foreign students learned about the local community, cultural differences

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between the area's ethnic groups and basic skills for facilitating children's cross-cultural discussion groups prior to serving as tutors. Hourly sessions were held twice per week for 20 elementary school children, during which the foreign students assisted in homework preparation and facilitated cross-cultural activities. As a result of this successful project, the scholastic achievement and cultural sensitivity of all participants were raised considerably.
($900, 1986–87)

5. Foreign High School Students as Resources in Elementary Classrooms, *Northfield Mount Hermon School, Northfield, MA, Marilyn Barrett and Brenda Carey:* Foreign high school students who visited local elementary school classrooms, as part of an on-going program, to conduct presentations about their home countries and cultures were provided with handouts and other teaching aids to make their presentations more effective and meaningful to U.S. elementary school students. Six international dinners also were held for local elementary and secondary school students, providing opportunities for them to interact with foreign students and to learn about and taste foods from other countries. A slide/tape presentation of these activities was produced. ($650, 1983–84)

6. Social and Cultural Programs for U.S. and Foreign Exchange Students, *Volunteers for International Hospitality Programs, Ann Arbor, MI, Eva Moyad:* Foreign and U.S. high school students were invited to participate in several organized visits: a baseball game, preceded by a picnic and followed by a discussion with the players and coach; an evening of aerobic exercises and folk dancing from many cultures; a tour through an art museum, followed by a reception; and a visit to Greenfield Village, a large outdoor museum featuring period shops, work places, carriages, trains and the homes of famous Americans such as Thomas Edison and Henry Ford. As part of a regular faculty meeting, the program also offered a short teacher training session stressing the value of foreign students as important resources in the teaching/learning process. An audiovisual tape of these activities was made. ($850, 1983–84)

7. Workshops on How to Use Foreign Students as Educational Resources, *Lansing School District, Lansing, MI, William Helder, Rudy Johnson and Lelio Casola:* Working closely with the Center for International Studies and Programs at Michigan State University, this program provided in-service workshops for teachers on how to use foreign students as resources in their classrooms and for foreign students on how to teach U.S. students about their cultures. The program also provided teachers with comprehensive materials for enhancing their teaching of global studies and world cultures and led to efforts to develop a procedure which would facilitate exchanges between foreign students and the community. ($800, 1983–84)

8. Enrichment Activities for Foreign Exchange Students and Orientation for U.S. Study Abroad Candidates, *Central Cabarrus High School, Concord, NC, Juanita Coldiron:* Two groups of exchange students—one from Great Britain and one from West Germany—participated in a varied program of activities designed to broaden their understanding of U.S. society. The exchange students served as resources in local elementary schools, visited textile and tobacco plants, explored the town of Old Salem and the Reed Gold Mine and attended a "pig picking" picnic at a county park. U.S. students preparing to go abroad as exchange students were assigned research projects relating to the countries they would visit; those planning to study in West Germany and Great Britain received a personal orientation to life in those countries from the German and British exchange students. The U.S. students also compiled a slide/tape presentation depicting school, community and home life in their region of the United States to show in classrooms of the exchange countries. ($750, 1986–87)

9. Foreign Students as Traveling Resources, *Armand Hammer United World College of the American West (AHUWC), Montezuma, NM, Robert Wade:* Twelve foreign students from as many countries participated in a project which took them to Coronado High School in San Diego, California to interact with and make presentations to the Coronado High School students. The exchange students spent four days living with host families, attending social studies classes and participating in class discussions on political issues and global concerns. Because the group traveled to San Diego by van, they had the opportunity to explore Las Vegas, Nevada and Tucson, Arizona as well. The visit was so successful, as much new information was shared and many strong friendships were formed, that a group of Coronado High School students raised funds so they could make a reciprocal visit to AHUWC. ($500, 1984–85)

10. Exchange Students as Educational Resources to Area Schools and Communities, *AFS Western Region, Ashville, NY, William Flanders:* To enhance the cross-cultural perspective of both foreign and U.S. students, this project publicized the availability of foreign students as educational resources to schools and communities currently not involved in exchanges. Forty-three foreign students spoke to students in a total of 39 schools and in return experienced life in a different community setting. A manual of successful programs using as resources foreign students and U.S. students who have returned from a study abroad experience was compiled and mailed to all schools in the region. This manual provides excellent assistance to those schools wishing to conduct a similar program and includes quotes from students and teachers involved. ($800, 1986–87)

11. Cultural Stereotypes, *Rome Free Academy, Rome, NY, Ann Sorentino:* The Foreign Language Association of Central New York coordinated two panel discussions. The first and particularly successful panel, consisting of four Syracuse University English as a second language students, three high school exchange students and a host mother, addressed the issue of cultural stereotypes. The foreign students candidly expressed their views about what they believe are U.S. misperceptions of their countries, why these misperceptions exist and how they might be overcome. The foreign students also shared the ideas they had had about Americans before they came to the United States and how those views had or had not changed. The second panel, organized for teachers and U.S. foreign students, focused on the treatment of the elderly in other societies, teaching the non-English speaking child and learning about foreign culture through newspapers. Video tapes were produced of both panel discussions. ($400, 1984–85)

12. Rural Schools Project, *Oregon Student Exchange Federation, Portland, OR, Melinda Samis:* The purpose of this extremely successful project was to facilitate the visit of exchange students to rural schools having little or no previous exposure to foreign languages or cultures. International club advisers at two urban high schools selected a small group of exchange students (five to seven) from each school to participate in the project. Two rural schools, with K-12 populations under 200, hosted the foreign students for three days and provided opportunities for them to serve as educational resources in the classroom. In addition, the second year's project created state-wide interest in and support for the continuation of the Rural Schools Project through the publication and distribution of a project report. ($1,000, 1986–87 and $800, 1984–85)

13. A Japanese Student as Resource for Community Organizations and Schools, *Clear Lake School District, Clear Lake, SD, Maria Johnson:* A Japanese exchange student became an excellent educational resource to many people in a variety of ways. She gave a slide tape presentation to 4-H groups, extension clubs, study clubs, church groups, senior citizens' organizations and school classrooms in grades K–12. During a tour of several Eastern states and of South Dakota, she had the opportunity to learn about various aspects of the United States—information she planned to share with colleagues in Japan after her return. Classroom presentations included demonstrations of Japanese flower arranging, food preparation and calligraphy by writing students' names. Examples of Japanese arts and crafts also were displayed. The Japanese student participated in a Foreign Cultures Club trip to a German festival in Minneapolis, Minnesota and attended International Day at South Dakota State University, where 40 nationalities were represented. She participated in choral, instrumental music and gymnastic events in various cities in South Dakota. ($500, 1983–84)

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14. International Culture Bank, *International Exchange Network of Washington State, Kirkland, WA, Bonnie Mortell:* The International Culture Bank developed, disseminated and collected forms to gather information about foreign students in Washington state communities. The information relating to students' talents, skills, knowledge and experience was reviewed to determine which students would be appropriate resources for organizations and schools requesting presentations. The data collected was made available to schools, social service agencies and businesses in the state to share information about foreign students who would share their cultural background with interested persons. An all day workshop also was organized for U.S. students who planned to study abroad. ($300, 1983–84)

15. Foreign Exchange Students as Valuable Resources, *Oak Harbor Schools, Oak Harbor, WA, Bruce Nicholson:* To publicize their availability as resources in local schools, ten foreign exchange students met with two teachers to compile and publish a "Global Awareness Directory." The directory contains information about the foreign students, topics they are able to present and general ideas for teachers on the use of foreign students as educational resources. The exchange students also participated in a workshop which focused on public speaking techniques and ways to present their topics most effectively. In addition, 16 district teachers participated in a workshop which provided ideas, methods and materials to assist them in their use of foreign students as resources in their classrooms. As a result of these successful efforts, one elementary school used the foreign students in activities that lasted a full day. The exchange students served as presenters in all district schools, and also were involved with the community through appearances at Rotary, Kiwanis, Business Women and Chamber of Commerce meetings. ($700, 1986–87)

16. Japanese Exchange Program Activities, *Hudson's Bay High School, Vancouver, WA, David Halstead:* Four exchange students from Japan served as educational resources by presenting "Life in Japan" to classrooms at Ferndale High School and local elementary and junior high schools. A highlight for the Japanese students was a presentation they did at Shumway Junior High School about their home life and school to a group of gifted students who enthusiastically asked the Japanese a number of questions about their school and society. The program also provided the opportunity for the Japanese students to tour the local newspaper, visit the businesses of several host families and attend a school board meeting. A Cherry Blossom Festival was organized for the school and community; a number of school administrators, including the district superintendent participated in the event. The evening featured Japanese food, traditional Japanese music and a slide show of Japan presented by the exchange students. ($400, 1984–85)

17. The Foreign Student as a Teacher, *Superior Senior High School, Superior, WI, William Heebink:* A project begun in the 1983-84 school year, under funding from NAFSA, to share the resources provided by exchange students visiting Superior was expanded to involve three exchange students who offered multiple session seminars on aspects of their home countries for adults and students on Saturday mornings and evenings after school. The group attending the sessions were limited in size to encourage active discussions about the contrasts and similarities between U.S. society and cultures of other countries. The sessions, set up as a series of "mini courses," were organized so that participants were able to understand a particular country and culture better than they would at a one hour, one time presentation. The second part of the project was the production and distribution of video tapes which consisted of staged presentations by the foreign students about their countries. The tapes, each approximately 20 to 25 minutes in length, were added to the school's media library which was begun in 1983–84; copies of these tapes were distributed to public libraries in the area. Seven tapes, excellent resources for teachers, are available on: Belgium, Denmark, Finland, Japan, Switzerland and West Germany. ($455, 1984–85)

18. Improving the Post-visit Impact of Foreign Students, *Superior School District, Superior, WI, Judy Kyromaki and David Leibforth:* To increase the value of and interest in the library of videotapes of short presentations made by exchange students, this project provided items for culture kits built around the tapes. Kits contain items representing the cultures of 11 countries: Australia, Belgium, Brazil, Denmark, Finland, Holland, Japan, Mexico, Norway, Sweden and West Germany—and include: books, maps, newspapers, travel folders, postcards, stamps, coins, handicraft items, flags, audio cassettes, food product containers and dolls in native dress. ($780, 1986–87)

19. Building Understanding Through Cultural Exchange, *Wheeling Park High School, Wheeling, WV, Phyllis Benexe:* To expand and enhance the experience of foreign exchange students attending Wheeling Park High School, this project focused on the foreign students acting as ambassadors to elementary and junior high schools. Creative presentations taught young U.S. students about the world by means of demonstrations relating to customs, lifestyles, food and dress. In addition, a short-term exchange with foreign students from a high school in Connecticut was arranged to further facilitate cross-cultural communication. ($510, 1986–87)

See also:

Exchange Students as Resources: In the Classroom and the Community (D-12)
International Celebration (D-5)
International Culture Exchange Week (D-10)
International Youth Exchange Workshop (A-8)
Japanese/American Intercultural Understanding (B-6)
Let the World be Your Campus (D-6)
The U.S. and West German Government Systems (B-1)

The following two projects were conducted during 1987–88. Final reports of the projects were received by NAFSA as this list was being prepared, enabling these programs to be included.

Japanese Culture Interaction Program for Japanese and U.S. Students, *Japanese Sister City Committee, Independence, MO, Randall Vest:* A one week cross-cultural studies class and other supporting activities for 27 U.S. students and ten Japanese exchange students enhanced interaction among the program participants and stimulated interest in the Independence-Higashimurayama Sister City exchange program. Topics covered in the class included the geography and general historical background of Japan, language sessions, viewing of films, and discussions of cultural differences. The popular culture sessions, which were taught by the Japanese students, included a demonstration of origami, a tea ceremony and lessons on eating with chopsticks. Program participants also enjoyed "celebrating" special Japanese and U.S. holidays together through song, food, and fun—the Halloween game of bobbing for apples was a special hit among the Japanese students. During the week, many friendships were formed and students' understanding of other cultures was deepened. The culminating activities included a day at a restored 18th century town and a community potluck dinner and square dance, which attracted 200 enthusiastic people. ($900, 1987–88)

"Prejudice, Stereotypes and Cultural Understanding," *International Christian Youth Exchange (ICYE) Region 2, New York, NY, Theodore Shigley and Lisa Davis:* Through structured workshops and activities, 34 youths from five continents explored this topic during a five-day conference. Highlights of the conference included: the simulation game Star Power (tied to the conference theme); visits to six New York City public high schools to increase awareness of inner city and international issues; homestays with local families; a clean-up project of a small, abandoned playground; and the designing and painting of a mural which reflected the conference theme. The conference was extremely successful and proved to be a meaningful experience for all involved. As one participant stated, "ICYE students came from around the world representing different cultures and different races, but we broke down the barriers, starting with friendship." One unexpected result of the conference is that the contacts formed with city agencies, area schools, and other persons were helpful in bonding a relationship between international programming and the community. ($1,000, 1987–88)

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